DOCUMENT RESUME

ED 044 576 AC 008 691

AUTHOR	Farmer, James A., Jr.; And Others
TITLE	Western Region AMIDS Evaluation; A Description of Evaluative Research Design and Methodology.
INSTITUTION	California Univ., Los Angeles. Div. of Vocational Education.
PUB DATE	Sep 70
NOTE	19p.
EDRS PRICE	EDRS Price MF-$0.25 HC-$1.05
DESCRIPTORS	Adult Education, *Evaluation Criteria, *Manpower Development, *Program Evaluation, *Research Design, *Research Methodology, Technical Education, Vocational Education
IDENTIFIERS	AMIDS

ABSTRACT

The goal of the evaluation of the Western Region AMIDS was to probe deeper into the content, organization, management and methodology of the program to determine its impact on the adult, vocational, technical, and manpower programs that are served by it. The theories and methods developed by Edward Suchman and Robert F. Stake were selected as being most applicable. Identification of specific aspects of Western AMIDS to be evaluated was facilitated by the use of Suchman's five categories of criteria for program evaluation--effort, performance, adequacy of performance, efficiency, and process. The functional flow of work was divided into three stages: Stage one--identification of goals, intents and assumptions by reviewing literature and legislation, and interviewing program staff and the program administrators; State two--relating the results of the first stage to Suchman's five evaluative criteria; Stage three--comparing observed inputs, transactions, and outputs for each criteria with two outside standards. Two major types of reporting, formal reports and informal feedback, were planned. An illustrative example of the evaluative process, and a schedule of time and activities are provided. (PT)

ED 044576

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

WESTERN REGION AMIDS EVALUATION

a description of evaluative research design and methodology

James A. Farmer, Jr.
Ralph K. Sylvester
Patrick J. Weagraff

AC 008 691

Division of Vocational Education
University of California, Los Angeles

In Cooperation with:
United States Office of Education
Bureau of Adult, Vocational and Library Programs
Division of Manpower, Development and Training

ED044576

WESTERN REGION AMIDS EVALUATION

by:

James A. Farmer, Jr.
Assistant Professor of Education
Supervisor, Division of Vocational Education
University of California, Los Angeles

Ralph K. Sylvester
Research Specialist and EPDA Leadership Fellow
Division of Vocational Education
University of California, Los Angeles

Patrick J. Weagraff
Research Specialist and EPDA Leadership Fellow
Division of Vocational Education
University of California, Los Angeles

IN COOPERATION WITH:

California State Department of Education
Bureau of Industrial Education

and

United States Office of Education
Bureau of Adult, Vocational, and Library Programs
Division of Manpower Development and Training

September 1970

FOREWORD

Evaluation has become an integral part of vocational education and manpower programs. The evaluation plan for Western Region AMIDS departs considerably from traditional evaluative processes and utilizes a modern, and tested, theoretical structure and methodology.

The five categories of criteria for evaluation of the AMIDS program are: Effort, Performance, Adequacy of Performance, Efficiency, and Process. Data related to these criteria will be obtained "on-site" from a realistic cross-section of the work performed by Western Region AMIDS during the year 1970-71.

The Evaluation Team is under the direction of Dr. James A. Farmer, Jr., Assistant Professor, Graduate School of Education, University of California, Los Angeles. Dr. Farmer is assisted in the evaluation program by two Research Specialists of the Division of Vocational Education, Ralph K. Sylvester and Patrick J. Weagraff, who are candidates for the degree Doctor of Education, UCLA. Mr. Manuel Jimenez, Director of Western Region AMIDS and Mr. Lee W. Ralston, Chief Consultant, provide program information and guidance for the Evaluation Team.

Melvin L. Barlow
Director, Division of Vocational Education
University of California

Professor of Education
Graduate School of Education
University of California, Los Angeles

CONTENTS

	Page
Introduction	1
Proposed Research Design	3
Evaluation Categories	3
Functional Flow of Work	5
An Illustration of the Evaluative Process	7
Schedule of Time and Activities	11
Reports and Feedback	13
Proposed Activities: Phases 1 and 2	14

INTRODUCTION

The process of evaluating the Western Region AMIDS Project is not a simple one because it deals with the measurement of human behavior as well as the effects of human behavior. Further difficulty arises from the on-going, ever-changing nature of AMIDS efforts. With these problems in mind, during August 1970 the Western AMIDS evaluation team gathered basic data concerning AMIDS Western program. Concurrently, a research design was developed and this process report was prepared.

As its first step, the team endeavored to plan an overall evaluative research design. Although this report primarily presents the evaluation plan, it also describes the projected team activities.

The Western AMIDS Evaluation Plan of July 22, 1970, states that the evaluation team:

> *"...will probe deeper into the content, organization, management and methodology of the AMIDS program. This probe will determine the impact of the AMIDS program upon the adult, vocational, technical and manpower program which are served by AMIDS. Further, it will obtain evidence of behavioral change among the personnel who attend the AMIDS program. It is envisioned that the AMIDS Evaluation team will provide the*

evidence which will support the general rationale that an AMIDS program is necessary and valuable and that it does in fact have a legitimate place in vocational education and manpower efforts of the nation. (...if this rationale is true, we should be able to prove it)."

To carry out this responsibility effectively, the evaluation team examined a variety of approaches. After careful consideration, the theories and methods developed by two experts, Edward Suchman[1] and Robert E. Stake,[2] have been selected as being the most applicable. Their concepts of evaluative research are embodied in this plan.

During the preliminary development of the project design, staff members of the Center for the Study of Evaluation at UCLA gave valuable assistance, and helpful suggestions were made by Mr. Lee Ralston, Chief Consultant to the Western Region AMIDS program. Mr. Ralston was instrumental in strengthening the effectiveness of the proposed approach.

PROPOSED RESEARCH DESIGN

Continuing evaluation of in-service staff development too often consists merely of course examinations, the use of learner satisfaction forms and a review of enrollment. By contrast, the approach of this evaluation is far more comprehensive in scope and content. It was designed to provide evaluative information about Western AMIDS which can be used for substantial program improvement. Further, such evaluation can be utilized to reduce duplication of effort and in the identification of emergent needs for Western AMIDS.

A. EVALUATION CATEGORIES

AMIDS has numerous broad goals, one of which is the provision of long-term benefits to the MDT staff members who participate. For the purpose of evaluation, however, it is necessary to focus on achievements of specific program objectives which provide training for participants and, as a result, strengthen manpower programs in the region. Advantages which can accrue from the AMIDS program include more adequate institutional plant utilization, increased citizen support, and improved inter-institutional cooperation. An important part of the evaluation team's responsibility is the collecting and reporting of data concerning the extent to which the program benefits participants and their programs.

It is admittedly impossible to collect data on every aim and outcome related to any functioning program, and for this reason evaluation efforts must be selective. Identification of specific aspects of Western AMIDS to be evaluated was facilitated by the use of Suchman's five

categories of criteria for program evaluation. These categories can be summarized as follows:

1. EFFORT. The criterion for success in this category is the quantity and quality of activity that occurs; this represents an assessment of input or energy regardless of output. It is intended to answer the questions "What did you do?" and "How well did you do it?"

2. PERFORMANCE. Performance or effect criteria measure the results of effort rather than the effort itself. Although this procedure requires a clear goal, it measures only how much is accomplished in relation to the goal. It is a response to the questions "Did any change occur?" and "Was the change the intended one?"

3. ADEQUACY OF PERFORMANCE. Here the criterion of success is the degree to which effective performance is adequate to the total need. The evaluation team recognizes that this must be tempered by an awareness of realistic possibilities and available resources.

4. EFFICIENCY. A positive reply to the question "Does it work?" often gives rise to another query, "Is there any better way to attain the same results?" The concept of efficiency involves the evaluation of alternative paths or methods in terms of costs - in money, time, personnel, etc. In a sense, it represents a ratio

between effort and performance - output divided by input.

5. PROCESS. In the course of evaluating a program, it is expected that much can be learned about how and why a program works or fails to work. An analysis of process can provide administrative feedback as well as evidence for making both specific and general judgments about AMIDS.

The evaluation team plans to deal with the process by analyzing:

a) the attributes of the program's participants

b) the attributes exposed to the program

c) the situational context within which the program takes place

d) the different kinds of effects produced by the program.

B. FUNCTIONAL FLOW OF WORK

As demonstrated in Figure 1, this project consists of the following stages:

Stage I

Goals, intents, and underlying assumptions concerning Western AMIDS will be identified by: a) reviewing relevant literature and legislation; b) interviewing program staff; and c) interviewing administrators of the program.

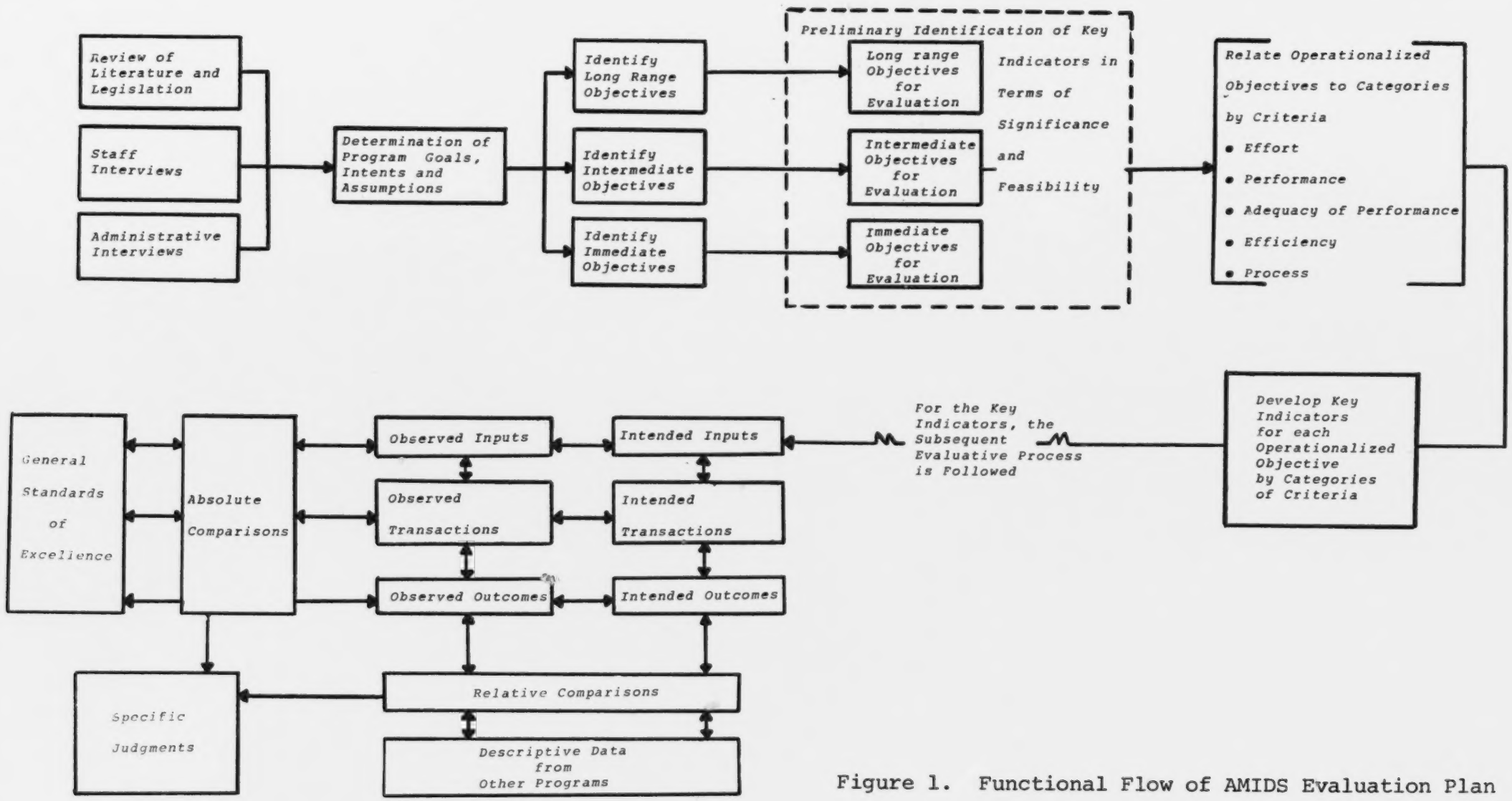

Figure 1. Functional Flow of AMIDS Evaluation Plan

Stage II

Results of the first stage will be related to Suchman's five evaluative criteria to generate key indicators for specific operationalized objectives.

Stage III

In keeping with a process developed by Stake, intended versus observed inputs, transactions, and outputs for each criterion will be compared in the light of two outside standards in the process of making specific judgments about Western AMIDS. One of these outside standards is descriptive data from other AMIDS projects; the other consists of general standards of excellence.

C. AN ILLUSTRATION OF THE EVALUATIVE PROCESS

To illustrate the nature of this evaluative process, the evaluation team identified one of Western AMIDS' central objectives, namely, to provide workshops for Manpower personnel. The way in which such workshops can be evaluated in terms of the above stages is described below.

Stage I: Identifying Goals, Intents and Assumptions

The nature of the goals, intents and assumptions underlying the AMIDS program was summarized in May, 1968 by Howard A. Matthews, Director, Division of Manpower Development and Training, Department of Health, Education, and Welfare, who gave testimony before the House of Representative's Committee on Education and Labor concerning the goals of the AMIDS program. He stated that AMIDS has been established:

"...for the express purpose of helping MDTA instructors and supervisors become more sensitive to the characteristics, problems and needs of disadvantaged trainees and develop instructional techniques and materials which will permit trainees to experience success. 'AMIDS' will be extremely useful in orienting instructors who are occupationally competent, but who have never taught in a classroom, and in reorienting experienced vocational instructors to MDTA trainees. Traditional teacher training institutions have not directed their training programs broadly enough to include the teacher of other than the middle-class student. The 'AMIDS' are not only designed to meet an MDTA instructor training need, but will represent a modest pioneer effort in developing instructional techniques useful in teaching trainees with very diverse cultural backgrounds. Plans for 'AMIDS' assume a constant feed-back of information to the public school system.

The 'AMIDS' are but one illustration of innovative possibilities of MDTA. We feel that these sites can do the most adequate job of preparing instructors for teaching the disadvantaged out-of-school and out-of-work persons for the inner cities. They are also the ideal place to bring counselors for orientation from the public employment services and from other manpower programs, who must have a working knowledge of the problems of the instructional process where the victimized, disadvantaged persons is concerned."

1. A Current Objective: Providing Appropriate Workshops

As part of its efforts to achieve such goals and on the basis of the type of program intents described in Dr. Matthews' speech, Western AMIDS has identified as one of its current objectives the provision of appropriate workshops for staff members of manpower programs in the region.

2. Underlying Assumptions

It is assumed in offering these workshops that manpower staff members coming to AMIDS workshops constitute a group which can benefit from special attention. Also, it is assumed that they can more easily reach the target population for manpower programs than those who work in related agencies, industry, business, as well as other potential participants who work with disadvantaged less frequently. This assumption requires frequent reexamination in view of the changing picture of manpower needs.

Stage II: Evaluative Criteria Used to Generate Key Indicators

In this stage, examples of what will be evaluated in the workshops are provided in relation to each of Suchman's five categories of criteria by which Western AMIDS' strengths and weaknesses will be evaluated.

1. Effort (What did AMIDS do?)
   Number of workshops given, number of manpower programs involved, number of manpower staff who attended and completed workshop, proportion of attendees followed up with additional help, number of hours of technical assistance given in proportion to hours spent in program development.

   Sources of the Measures of Effort
   Review of records, interviews, etc.

2. Performance (Did any change occur? If so, how much? That intended?)
   Degree of change in participants, yield of new applications for attendance at scheduled workshop, yield of new requests for technical assistance, yield for each category in the target population.

   Sources of the Measures of Performance
   Pre-test, post-test of participants on cognitive and/or attitudinal scales. Review of records to determine changes in request patterns, satisfaction questionnaires; interviewing participants.

3. Adequacy of Performance (Was the performance successful in terms of total need?)

Total manpower programs that have been involved in workshops consistent with the known total need in the region; total past involvement consistent with the total potential need of industry, business, and other sources; total of new participants found in terms of the total estimated potential.

Sources of the Measures of Adequacy of Performance

Interviews and/or questionnaires to key administrators, AMIDS participants or other appropriate personnel.

4. Efficiency (Is there a better way to obtain the same results? Ratio of effort to performance.)

Are the right clients being reached? Are there alternative methods in terms of costs? What is the learning efficiency? Could the applications for attendance be handled more efficiently?

Sources of the Measures of Efficiency

Records, interviews of administrators, observation and follow-up, comparison of different types of participants in terms of gains in performance.

5. Process (Does the Program work?)

Under what conditions and in what situations does the workshop proceed most effectively? Why? Among which groups? Are there any unintended negative consequences? Do the workshops or their evaluation reveal any other conditions?

Sources of the Measures of Process

Quasi-experiment or experiment (i.e., with control and experimental groups).

Stage III: Comparison of Intentions and Results for Purpose of Making Judgments

Finally, the key indicators of what is to be evaluated in the workshops will be compared in terms of intended versus observed inputs, transactions and outcomes. This process will permit specific judgments to be made about the workshops.

SCHEDULE OF TIME AND ACTIVITIES

The evaluation of AMIDS Western Region program will require approximately ten months. As indicated in Figure 2, this ten-month period consists of four phases. Each phase is three months in length, with a two-week overlap on the succeeding phase.

During Phase 1, the project will be designed, work planned, and basic data gathered. The evaluation team feels that careful thought and pre-planning during this phase will greatly enhance the efficiency and effectiveness of all subsequent efforts.

The primary concerns of Phases 2 and 3 are the analysis and synthesis of the collected information. However, since AMIDS is an ongoing program, some basic data will continue to be acquired. Throughout these phases attention will be devoted to developing a body of knowledge which is appropriate to ongoing and emergent decision- and conclusion-oriented demands.

The fourth phase of the Western AMIDS evaluation calls for establishing and reporting on the causal relationship between AMIDS' intents and achievements. At the conclusion of Phase 4, generalizations and appropriate recommendations will be disseminated.

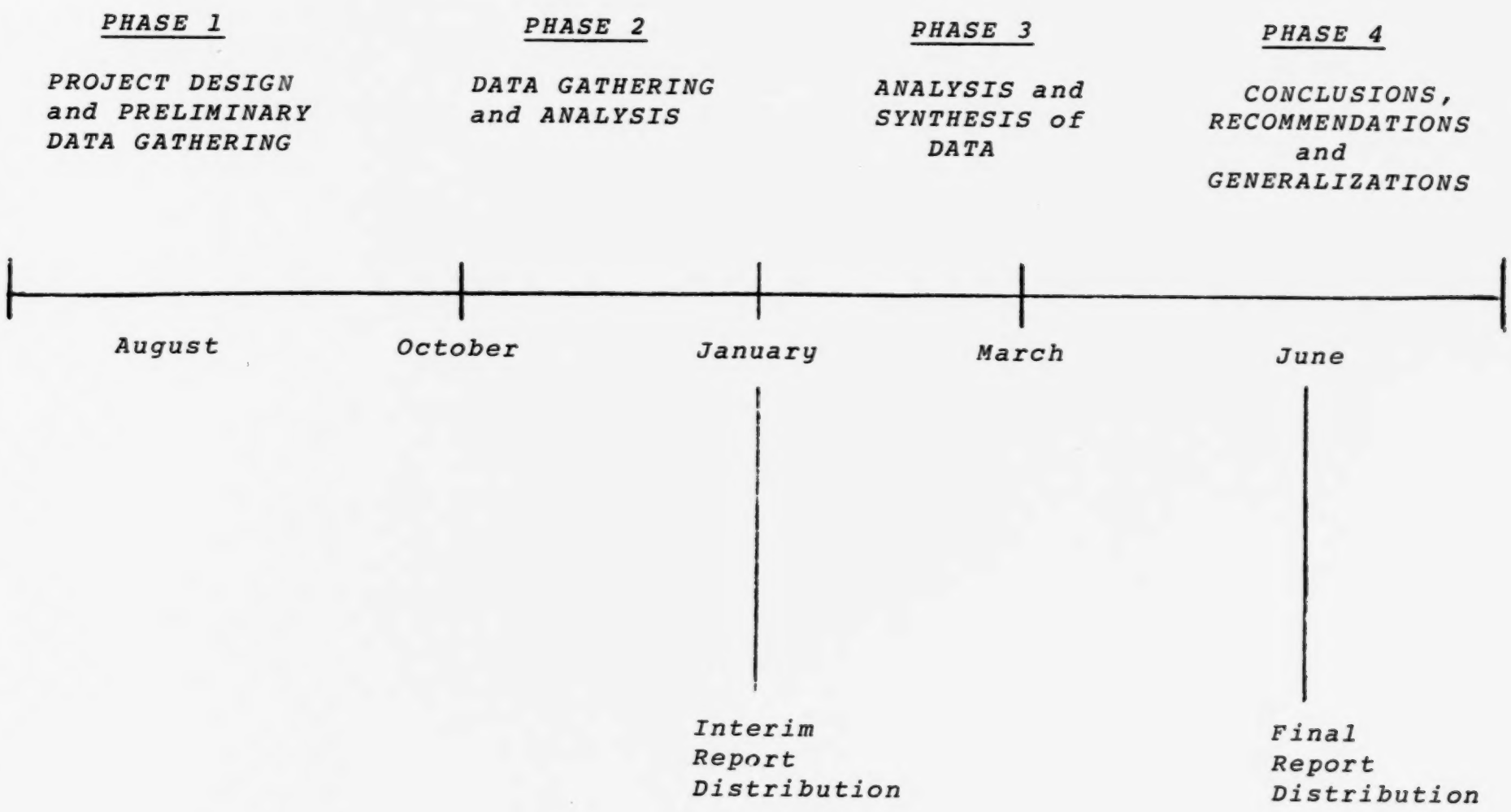

Figure 2. AMIDS Evaluation Time Line

REPORTS AND FEEDBACK

Two major types of reporting are planned. They are:

1. FORMAL REPORTS. As Figure 2 shows, two formal reports are envisaged. The first, an interim report, will be prepared for distribution by January 1, 1971. A second and final report will be sent out by June 30, 1971. Other formal reports may be developed as needed.

2. INFORMAL FEEDBACK. A major objective of evaluation is program improvement, and provisions are therefore included for internal feedback to assure progress. Although this feedback will be given informally, a log and memorandum of conversation will also be kept. The evaluation staff assumes full responsibility for disseminating appropriate feedback data to the program staff.

Both the formal reports and informal feedback will be handled in a differentiated manner. In other words, information most appropriate to specific persons and organizations will be directed to them to help strengthen the ongoing AMIDS efforts.

PROPOSED ACTIVITIES

Phases 1 and 2

The evaluation team proposes to engage in the evaluation of the following activities which represent a realistic cross-section of the work performed by Western Region AMIDS.

On-Site Evaluation

Workshop Date	Location	Team Member and Dates Attending
September 21 - 25, 1970	Portland, Oregon	Farmer, 21-22nd Sylvester, 23-24th Weagraff, 24-25th
October 5 - 9, 1970	Los Angeles, California	Farmer, 5,9th Sylvester, 6,8,9th Weagraff, 5,7,9th
October 1, 8, 22, 29, 1970	Pasadena, California	Weagraff, 8,22nd
November 2 - 6, 1970	Tucson, Arizona	Sylvester, 4,5,6th Weagraff, 2,3,4th
December 7 - 11, 1970	San Francisco, California	Farmer, 7,8th

Additional data will be sought from the other AMIDS sites and programs providing similar training to permit relative comparisons.

REFEREMCES

1. Suchman, Edward A., Evaluative Research, Russell Sage Foundation, New York, 1967.

2. Stake, Robert E., "The Countenance of Educational Evaluation," Columbia University Teachers College Record 68: 523-540, April 1967.

ERIC Clearinghouse
NOV 13 1970
on Adult Education

Seba Kolb, Editor
9/28/70